

# **BRIDGING THE GAP**

**A COMMUNITY MENTORING PROGRAM  
FOR HIGH SCHOOL  
HOMEROOM ADVISORY GROUPS**

**7 STEPS TO BUILD A PYRAMID OF SUPPORT  
FOR STUDENT SUCCESS**

**COMMUNITY MENTORS  
EDUCATORS      PARENT VOLUNTEERS**

**BRIDGING THE GAP**  
is a publication of

Arkansas Department

**ACE**  
of Career Education

# BRIDGING THE GAP

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# OVERVIEW

In our increasingly complex world, schools must prepare students for a workplace that is continually redefining itself in terms of the exponential rate of technological change. Certainly, Baby Boomers are technological dinosaurs. But even thirty-year old professionals readily admit that teenagers are far more able to navigate all the options available in cyberspace than they are. To further complicate the work of preparing young people for the adult world, many parents both work and have less time to devote to teaching their children planning their finances, their time, their post-secondary goals.

As a result, educators, parents and students need support to offer students the best information about the 21st century world of work. To bridge the gap, community business and industry partners can provide students and educators clear information about the workplace: the changes, the expectations, and the requisite skills for their future. A Community Business and Industry Mentoring Program can be implemented in any school regardless of structure.

At Mountain Home High School Career Academies in Mountain Home, Arkansas, a Community Mentorship Program, now in its sixth year, connects over 100 local professionals from all walks of life on a monthly basis with student advisory groups of approximately 20 students each.

The impact of this partnership for all stakeholders: students, faculty and school administration, and community professionals is enduring. Students report finding a focus for their post secondary plans, insight into workplace expectations, clarity about need for both technical and soft skills, and an increased sense of the importance of exploring career options. Educators find ways to make more relevant connections in their classrooms through the monthly mentoring sessions and see the need for learning about this uncharted 21st century world of work. Many of our community business partners have mentored for three, four, or more years. They report satisfaction in their interaction with the student advisory groups and with the individual students. These mentors also understand the societal need to shape a strong workforce. The indirect impact, of course, is the richness that derives from a consistent relationship between high school students and the community at large. The mentoring program creates a deep bond between the community and the school. See the Baxter Bulletin Newspaper.

Since 2003, Mountain Home's comprehensive rural high school has been restructured into three Career Academies that encompasses all students in grades 10-12. That is another story, a journey that grows more successful each year. From the restructuring, many innovative programs have grown, including the Community Mentoring Project. Much of the guidance and success have derived from the Arkansas Department of Education con-

## **OVERVIEW (CONT.)**

version charter and the consistent six-year support of Arkansas Department of Career Education. This project, a step-by-step guide to developing a Community Business and Industry Mentoring Program for clusters of students, is funded through Arkansas Department of Career Education.

Again, a Community Business and Industry Mentoring Program can be implemented in any school regardless of structure. This manual is written from that perspective. Whether a school is a traditional comprehensive high school, a school with pocket academies or wall-to-wall academies, a magnet school, whatever the structure, students and staff and the community can create a local Mentorship Program.

Use this manual as a template, modifying for your own school and community. Contact us for support. The benefits are worth the effort.

## **A MODEL**

### **MHHS CAREER ACADEMIES MENTORING PROGRAM**

In the spring of 2005, the Health Science Human Services teacher team asked our lead volunteer to help pilot a program that connected two community business/ industry professionals with each of the 21 HHS Student Academy Advisories – the academy home-room. Each teacher is an Academic Advisory Period (AAP) advisor. The AAP groups consist of 18-20 students divided by grade level and by academy. Each AAP meets with their AAP group on Wednesdays for 40 minutes from 1:15 – 1:55.

Over the summer, the lead HHS teachers and lead volunteers identified a pool of 42 community business people who agreed to mentor an AAP on the first Wednesday of each month beginning in Sept. and lasting through May for a total of 9 mentoring sessions. Because the mentors meet with students on campus with their faculty advisor present at all times, no formal background checks are necessary – a fact that makes the program simple and less costly. See Appendix A: Mentor Guidelines.

As with many first tries, the program met with success but also needed improvement. The newspaper article below reflects how students, teachers, and mentors value the program, but the clear measure of success lay in the request from the other AAP groups to expand the Mentoring Program to include all 56 AAPs. The Mentoring Program was expanded in 2006 to include the whole school – all 56 advisories. Through formal evaluations and informal observation, the program is continually revised. Now, at its present level, the community business/industry partners and the school view mentoring as part of our community life.

This article reflects how mentors, students, and teachers view the Mentoring Program.

# Mentoring program grows at MHHS

By **JOANNE BRATTON**  
Bulletin Staff Writer

On any given mentoring day, Mountain Home High School students can be found learning from bankers, lawyers and other professionals in the community.

And whether they're learning about how to dress for an interview, balance a checkbook or obtain credit to buy a car, they're having fun.

"It's so valuable," said Nancy Reed, a German teacher who was one who helped start the program in the high school's Health and Human Services Academy. "They love it."

More than 100 community members volunteer once a month to mentor a class of students. Ideally, the two mentors assigned to a class stay with the students during their sophomore, junior and senior years until the students graduate.

The program, which started in 2005, is designed to help students learn about possible career paths in their fields of interest, as well as providing a tangible link to the community.

"I was astonished that the mentoring program could even exist for one academy, and since it has grown to incorporate all three categories and all 56 advisories, the astonishment

"We're so insulated in our own little lives we don't know what the children are going through."

— Nancy Reed, teacher

has turned to deep gratitude," said Susan Bergman, academy coordinator. "The community is known for its monetary generosity, but this goes beyond that because it's time out of your workday. ... What I know from their response and their students' response is that they are providing strong role models and are giving students a real insight into the elusive real world."

Students say they enjoy hearing from the mentors about their professions and how to live on their own once they graduate.

Mark Bertel, 16, of Mountain Home said his mentors brought a chart showing a breakdown of monthly expenses, including car payments and groceries.

"It gives you a general idea of what it will cost a month to live on your own," he said.

Others say mentors help them figure out their own futures.

"I like that they help us think about career paths and find out

what we like about careers," said Amber Pedersen, 17, of Henderson.

Mentors often bring in visual aids and guest speakers to make the time more interesting for the students. At the beginning of the year, students fill out a questionnaire about what they like to do so mentors can tailor information and speakers to fit the students' interests.

"Mentors take ownership," said Mollie Morgan, volunteer coordinator for the Architecture, Construction, Manufacturing and Engineering Academy. "They're working on the future workforce."

The other volunteer coordinators are Jodi Strother for the Communications, Arts and Business Academy and Bernadette Godwin for the Health and Human Services Academy.

Mentors who participate in the program say they are glad to help expand students' horizons and help them determine their skills and interests.

Mentor Stacy Sheid said the program teaches students about career opportunities in Mountain Home and shows them they don't have to leave the city as soon as they graduate.

Mentor Travis Ford said he graduated from Mountain Home High School 18 years ago, before the mentoring program existed.

"It gives some more insight by people who have gone beyond their senior year and have done some living," Ford said.

"What I find is these kids need someone to talk to," said mentor John Blair, adding that mentors can let the students know it's not too scary out in the world. "We've been in their places at one time," he said.

The program also is beneficial to the mentors, who learn more about the students who may one day become community leaders themselves.

"We're so insulated in our own little lives we don't know what the children are going through," Reed said. "When you do something for them, they react in a positive way."

Those interested in participating in the mentoring program or being a guest speaker or substitute in the program can call Susan Bergman at 425-1215 or e-mail her at [subergman@mtnhome.k12.ar.us](mailto:subergman@mtnhome.k12.ar.us). [jobratton@baxterbulletin.com](mailto:jobratton@baxterbulletin.com)

## STEP I: CREATING THE INFRASTRUCTURE

### A. IDENTIFICATION OF LEADERSHIP PERSONNEL TO PILOT A COMMUNITY MENTORING PROGRAM

Once the district leadership and high school faculty choose to implement a Community Business/Industry Mentoring Program, the work can begin. As every high school principal knows, implementing new programs often means more responsibility on a principal's already overloaded plate. To ensure that this program can be sustained, the principal creates a Leadership Team, the Mentoring Program's essential infrastructure. By creating the Leadership Team, the week-to-week organizational responsibilities are delegated. The principal acts as district liaison when needed and, as always, as the final arbiter of any judgment question. However, a principal is not required to devote time to the day-to-day program management.

First, the principal identifies the lead faculty personnel: a Faculty Coordinator and four Team Teacher Leaders, one for each grade: 9th, 10th, 11th, and 12th. If your high school has grades 10-12, then three Team Teacher Leaders are required.

**NOTE:** *The Faculty Coordinator and Team Teacher Leaders must be provided either time during school or a modest stipend to compensate for the time necessary to develop the program. Once the developmental phase is over, meeting time requirements diminish as most communication is accomplished through email. In the Sustaining Phase, the Faculty Coordinator meets monthly with the Volunteers to ensure that the program is running smoothly.*

#### **THIS FACULTY LEADERSHIP TEAM AND THE PRINCIPAL DETERMINE THE FOLLOWING:**

1. Date that the Pilot Mentoring Program will begin
  - If all plans are finalized in spring/summer, a Pilot Program begins in August.
  - If all plans are finalized in the fall semester, a Pilot Program begins in January.
2. Division of students: Several structural options exist:
  - Use existing advisories or homerooms divided by grade,
  - If the school has neither, create student clusters by grade with 15 – 20 per group.
3. Assignment of faculty advisors to student groups:
  - Use existing advisory/homeroom assignments.
  - Or assign teachers to the student groups.
4. Finalize local MENTOR GUIDELINES  
*See Appendix A: Suggested Mentor Guidelines*
5. Identification of Pilot Student Populations: How many and which student/faculty homeroom advisories will be the Pilot population

## **B. RECRUITING COMMUNITY VOLUNTEERS TO ASSIST FACULTY LEADERSHIP TEAM**

Once the principal has identified the faculty personnel and that group has set the guidelines, decided how to group students, and identified the target Pilot groups, it is time to recruit volunteer assistants from the community. These volunteers meet throughout the implementation phase one or two times a month with the Faculty Coordinator and the Team Teacher Leaders to refine communications, share mentors possibilities, etc.

1. Faculty Team Leaders recruit a Volunteer Coordinator from the community. This person serves as a counterpart to the Faculty Volunteer. Together, these two people with the Lead Team Teachers set up the Pilot Program.
2. Recruitment of four Volunteer Leaders to assist Team Teacher Leaders.  
**\*NOTE:** *When the Mentoring Program expands to include the whole school, then each of the four Volunteer Leaders will be responsible for contacting directly the mentors for his/her group, i.e. Freshmen mentors; Sophomore mentors; Junior mentors; Senior mentors.*
3. During the Pilot phase, the Volunteers observe how contacts are made and all organizational details prior to the Program expansion. *See Appendix B: Organizational Chart Template.*

At this point, the principal can choose to continue to be directly involved with each organizational meeting or choose to meet periodically with the Faculty and Volunteer Coordinators for program development updates and approval.

## **STEP 2: CREATING THE PILOT MENTORING PROGRAM**

### **A. SETTING THE CALENDAR**

Now, the Leadership Team is ready to layout the framework for a Mentoring Pilot Program. Each of the following tasks must be approved by the principal.

1. Set the Mentoring Session Dates on the School Calendar: Leadership Team determines how often and when Community Mentors will meet with their groups. Due to time constraints for both mentors and school, once per month is suggested.
2. Set mentoring time: 40 - 50 minutes is suggested.  
**NOTE:** Mentoring days and times must be consistent - i.e. the same each month. Business/ industry partners have to plan in advance. School personnel must commit to the calendar and to the times.
3. Modify school daily schedule to accommodate mentoring sessions.
4. Set Orientation date for Community Mentors and Faculty Advisors.
5. Set date for Mentor Evaluation and Appreciation lunch in May

### **B. CREATING COMMUNICATION CHANNELS**

Through trial and error, the communication process below was forged. Communication

is one of the major keys to the success of the Mentoring Program. Since Volunteers do most of the recruitment, the best method is email. It allows multiple people to receive the exact same message.

## 1. PERSONNEL AND THEIR ROLES

- a. Principal: Works with Mentoring Coordinator and Volunteer Coordinator
- b. Mentoring Coordinator: Communicates with Volunteer Coordinator, Team Faculty Leaders and Team Volunteer Coordinators. Reports to Principal and informs Volunteer Coordinator.
- c. Volunteer Coordinator:
  - i. Communicates with Mentoring Coordinator, Team Volunteer Coordinators and Team Faculty Leaders.
  - ii. Reports to Mentoring Coordinator and Principal.
- d. Team Faculty Leader:
  - i. Reports to Mentoring Coordinator and Volunteer Coordinator.
  - ii. Communicates with Team Volunteer Coordinator and Advisory Teacher.
- e. Team Volunteer Coordinator:
  - i. Reports to Mentoring Coordinator, Volunteer Coordinator and Team Faculty Leader.
  - ii. Communicates with Mentors and advisory teachers.
- f. Advisory Teacher:
  - i. Reports to Team Faculty Leader, Team Volunteer Coordinator
  - ii. Communicates with Mentor.
- g. Mentor: Communicates with Team Volunteer Coordinator and advisory teacher.

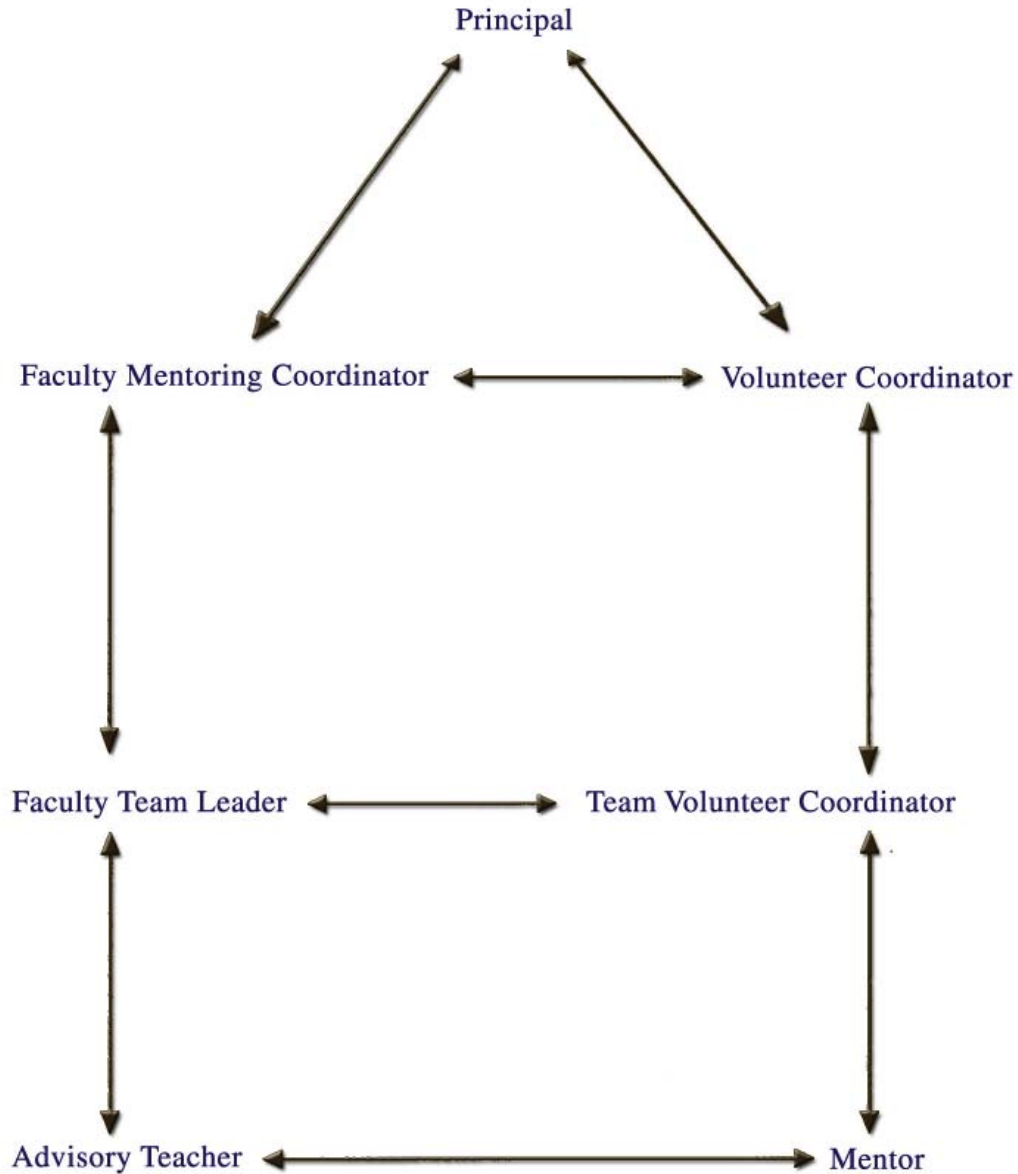
## 2. DESCRIPTION OF THE COMMUNICATION CHANNELS

- a. The Principal serves as “Chairman of the Mentoring Board.” He/she is the final authority and liaison with district personnel outside of the high school: i.e. superintendent, transportation supervisor.
- b. The Mentoring Coordinator works closely with the Volunteer Coordinator. They oversee all phases of the Mentoring Program in **monthly meetings with Team Faculty Leaders and Team Volunteer Leaders.**
- c. The Team Volunteer Leader keeps an email list of all mentors in his/her team. One week prior to the mentoring sessions, the Team Volunteer Leader emails mentors to remind them of the upcoming mentoring session. If mentors have any questions or need any materials, they contact their Team Volunteer Leader and Advisory Teacher.
- d. When a mentor cannot attend a session, he/she will email his/her Team Volunteer Leader and his/her advisory teacher notification of the absence.
- e. The Team Faculty Leaders email their teachers and their Team Volunteer Leader after each session requesting brief response about any noteworthy successes or glitches.



- f. Teacher advisors can email the Team Faculty Leader and Team Volunteer Leader if mentors miss a session or if there are other questions.
- g. The Team Faculty Leader and the Team Volunteer Leader are responsible for reporting to the Mentoring Coordinator and Volunteer Coordinator.

## COMMUNICATION FLOW CHART



## STEP 3: CREATING A MENTOR DATABASE

### A. REQUISITE BRAINSTORMING SESSION

1. The Faculty Coordinator arranges a meeting with the Leadership Team: the Volunteer Coordinator, all Team Teacher Leaders and all Volunteer Leaders for a brainstorming session.
2. Team members bring personal contact lists, telephone books and committee member lists reflecting a variety of business people in the community to accomplish the following tasks:
  - a. Explore potential topics – career and life skills - of interest to students by grade level. See Appendix G: Resources for Mentoring Sessions
  - b. Create list of possible community/business members to serve as mentor candidates.
  - c. Set a lunch date during August or January faculty in-service for mentor orientation. By having a noon working lunch, the school accommodates business mentors' workday and allows faculty members to meet their mentors.
  - d. Determine time and dates for mentoring sessions. So that business partners can set their calendars and plan their schedule to accommodate the program, dates and times must be strictly observed..
  - e. Set the time/date for the May Appreciation and Evaluation Luncheon.

### B. ESTABLISHING MENTOR DATABASE: RESOURCES FOR NAMES

**PERSONAL PHONE LOGS:** Volunteer coordinators often have a wide range of community contacts as potential mentors from diverse careers right in their personal address books.

**YELLOW PAGES:** The Yellow Pages divide potential business mentors into specific career interests with diverse career paths.

**ORGANIZATIONS:** Because volunteer coordinators often work closely with community members in other organizations, that association can be a network with potential mentors.

**WORD OF MOUTH:** When contacting possible mentor candidates, those candidates may offer suggestions of other community members to contact.

**INDUSTRY:** Many local industries encourage employee volunteering. Hospitals, universities and industries may provide time and materials for their employees to participate in a mentoring program. Explain how the program “grows a local workforce.”

**CHAMBER OF COMMERCE:** The Chamber of Commerce will have an extensive list of community businesses along with contact names, phone numbers and addresses.

### **C. USING THE DATABASE: CONTACTING POTENTIAL MENTORS – PHONE SCRIPT—CHART OF MENTOR DISTRIBUTION LIST**

*See Appendix C: Script for Recruiting Community Business/Industry Mentors*

After the database of mentor candidates is created, the Volunteer Coordinators are ready to begin contacting community members and enlist them as mentors. These contacts can be done face to face or by telephone. The Volunteer Coordinators will explain the goals of the program and share the dates of the program with each mentor candidate. Once the community member commits to the program, the “mentor” is encouraged to attend the orientation where he/she will meet their teacher and receive the Mentor Manual.

The Volunteer Coordinator contacts all teachers in his/her team with the name of their community mentor. As soon as the entire list of mentors is complete, a copy of the assignments along with contact information will be emailed to all faculty members. The Mentor Information Chart from each team will be given to all Volunteer Coordinators and Teacher Leaders. *See Appendix B: Template for Mentor Information Chart*

### **STEP 4: FACULTY/STUDENT PREPARATION**

Once the mentoring pool is established, the Leadership Team prepares the student body for the Mentoring Program. This preparation occurs one-two weeks before the first session.

#### **A. VENUES FOR PREPARATION:**

1. Several venues can be used effectively: an orientation assembly; individual homeroom/advisory explanations; or a general announcement over the PA.
2. Recommendation: To ensure that everyone hears the same explanation, the Assembly is recommended. Whichever venue the Leadership Team chooses, the goal is the same.

#### **B. AGENDA FOR PREPARATION**

1. Introduction of the Leadership Team
2. Introduction to the concept of community mentors.
3. Explanation of Purpose: Community business and industry partners
4. Explanation of Pilot group as a time to test the Mentoring Program.
5. Students complete the Student Interest Inventory in homeroom advisory prior to the first mentoring session. *See Appendix D: Student Interest Inventory*

## STEP 5: PROCESS FOR THE FIRST PILOT MENTORING SESSION

### A. THE FIRST SESSION

1. Mentors check in at the main office.
  2. A student escort from the advisory group escorts the mentor to the classroom.
3. The faculty advisor introduces the mentoring team giving a short background re: job, family, etc. The mentor provides the information they want shared to the faculty advisor prior to the mentoring session.
4. Getting to know you activity: Mentors bring a game like Scattergories, Pictionary, Many bring a camera to take photos of each student as a way to remember them.

*See Appendix D: Student Interest Survey for Mentor Information*  
*See Appendix G: Resources for Mentoring Session Topics*
5. Mentors have discovered that bringing small snacks –cookies, pizza, candy – creates a festive and open atmosphere. To remain in compliance with state regulations governing food, these mentor snacks fall under the exception days.
6. At the end of the session, the faculty advisor give each Mentor a copy of the student interest surveys.

### B. REMAINING SESSIONS

1. Mentors check in at the main office
2. Mentors proceed to Homeroom site

## STEP 6: EVALUATING TO WORK

The evaluation process allows the Leadership Team to understand what really works and how to improve the program. The forms offered in the appendix are simple examples.

### A. EVALUATION TOOLS AND TIMES

1. Mentor Appreciation/Evaluation Lunch: *See Appendix F: I. Mentor Evaluation* Volunteer coordinators email the Mentor Evaluation to all mentors requesting response and email it or bring it to the evaluation lunch session. A lunch offers a time for mentors to give suggestions informally and to ensure return of written evaluations.
2. Faculty Advisor and Student Evaluations: *See Appendix F: II Faculty/Student Evaluation* Faculty advisors and students fill in evaluations during homeroom period.

### B. EXPANDING THE MENTORING PROGRAM TO INCLUDE ALL HOMEROOMS

1. Volunteer Coordinators widen the pool of mentors-completed for August Mentor Orientation.
2. Apply all the steps outlined for the Pilot Program to the Whole School.
3. Option: Field Trip for One Expanded Homeroom Mentoring Session

The Extended Session for field trip came at the request of mentors. After three years of work, many mentors requested to take their advisees to local industries in the area. However, a field trip meant extending the advisory time.

To minimize loss of classroom time, the Leadership Team set aside one advisory in March mentors from 12:00 to 2:00.

*See Appendix E: Field Trip Organization Chart*

### **The Plan:**

1. In January, mentors sent their field trip plans to each volunteer team leader.
2. The team leaders created a list of all of their team teachers explaining the field trip plans.
3. These lists were given to the mentor coordinator and volunteer coordinator.
4. Schedule:  
**1st block:** 8:00 – 9:00      **2nd block:** 9:00 – 10:00      **3rd block:** 10:00 – 11:00  
11:00 – 11:30 1st Lunch for students not going on field trips.  
11:30 – 12:00 Homeroom  
11:00 – 11:30- Homeroom for students attending field trips.  
2nd Lunch: 11:30 – 12:00
5. The homeroom teachers and mentors escorted group of students to the assigned bus.
6. The groups were delivered to field trip sites according to a previously planned bus route.
7. The mentors were allowed two hours to complete tours. Buses returned for pick up. This schedule preserves class time yet allows for the field trips. All students have a regular lunch period even though many mentors provide a meal during the trip.

The Transportation was provided by the district. The Transportation Director met with the Principal and Faculty Coordinator to review the number and destination of field trips to determine number of buses needed. They grouped the requested sites by area and planned bus routes which included two to three homeroom groups.

*See Appendix E* for the pick-up points, driver assignments, destinations and groupings for all of the field trips. One week prior to the field trips, faculty and mentors were emailed the schedule to clarify the structure of the day. School personnel with chauffer licenses volunteered to drive the students to their field trip sites.

## **STEP 7: BUDGETARY CONSIDERATIONS**

A Community Mentoring Program can be implemented with a zero budget.

However, providing food at the Mentor Orientation and a lunch at the yearly evaluation session creates a spirit of camaraderie and offers a relaxed setting for discussion.

The only other cost is the in-kind transportation the district provides for the yearly field trip buses.

# APPENDIX A: SUGGESTED MENTOR GUIDELINES

## MENTOR GUIDELINES

A school mentor is an interested citizen who offers students insight into career journeys and what the world of work expects. A mentor expresses concern for, interest in, and acceptance of all students. He or she is responsible for maintaining a professional attitude of mutual respect and confidence in the school and the community.

### **A mentor will observe the following practices:**

1. Remember to keep all personal, health, and academic information confidential.
2. Be punctual and reliable in attending mentoring sessions, notifying the school if you must be absent, and finding a substitute, if necessary.
3. Become familiar with school and classroom policies and practices. Discipline is the teacher's responsibility, report problems to her/him.
4. Make any suggestions through proper channels of communication as established by the school.
5. Remember that a mentor is not a certified educator. Legally, mentors may not be alone with students without a staff person present. A certified person must always be present.
6. Work toward a team relationship and an environment encouraging understanding and cooperative effort.
7. Make no promise that cannot be kept.
8. Be enthusiastic.

## APPENDIX B: TEMPLATE FOR MENTOR INFORMATION AND CONTACT

The chart below actually extends in landscape layout to allow one line per mentor. Volunteer Coordinators compile the information initially and distribute it to the Leadership Team and the faculty.

This information provides ease in communication during the school year, a record of mentor attendance, and a foundation database that can be expanded.

ADVISOR	GRADE OF ADVISEES	MENTOR	MENTOR ADDRESS	MENTOR No.	TELEPHONE	MENTOR EMAIL	TRAINING SESSION

ATTENDED SESSIONS	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY



## APPENDIX C: TELEPHONE SCRIPT FOR RECRUITING COMMUNITY BUSINESS/INDUSTRY MENTORS

Hello, my name is \_\_\_\_\_ and I am the 9th grade volunteer coordinator at Cityville High School. I am calling to explain a unique program we have at our school and to possibly enlist you to help with this program.

At Cityville High, we have a mentoring program that is different from most mentoring programs you may have heard about. Instead of one-on-one mentoring, we ask a team of two local professionals to meet with the same group of students once a month. The time frame is 45 minutes. The mentoring sessions take place on the first Wednesday of each month from 1:15 to 2:00. This will always stay the same.

During that time frame, you and your partner can offer students information about a wide range of topics to help them think realistically about their life skills and career paths. You might explain your personal career journey; address current news events; review manners and social skills, etc. The goal of this program is to develop relationships between community leaders and high school students. We want students to connect with productive professionals and see them as role models. You will be, in effect, helping to “grow your own workforce.”

Would you be willing to help us with this program?

**If yes:** You will, great. We are going to host a mentoring orientation on Wednesday, August 12, at 12:00. You will be given guidelines and suggested topics at that time. You will also meet your advisory teacher and tour your classroom.

Do you know anyone you would like me to contact to work with you? Thank you so much. I think you will be great for our kids. See you August 12.

**If no:** I understand. Thank you for listening. Do you know anyone who might be interested in a program like this?

# APPENDIX D: STUDENT INTEREST SURVEY

STUDENT NAME \_\_\_\_\_

MENTORSHIP PROGRAM

ADVISOR \_\_\_\_\_

1. List three hobbies or interests you have
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
2. List current or past jobs you have held, either paid or non-paid,  
Ex: Paid: McDonald's; Non-paid: Babysitting:
3. List any volunteer activities you participate in; include church groups, civic clubs, etc.
4. What sports or games do you enjoy?
5. List topics that you would like your mentors to discuss or activities your advisory might enjoy.
6. What book are you reading during Reading Period?
7. What is your favorite food?
8. What is your favorite car/truck model?
9. Tell one fact about yourself that you wouldn't mind having shared (for a guess-who-this-is game.)
10. What is your favorite movie or TV program?

# APPENDIX E: ORGANIZATION CHART FOR EXTENDED FIELD TRIP

The chart below reflects the AAP Homerooms, advisor, and mentors who participated in the extended field trip mentoring session and those that remained on campus. The Extended Session for field trip came at the request of mentors. If enough mentors want to participate, it is important to keep it to one day per year so as to minimize missing classroom time.

Mentors had the option of taking students off campus, remaining on campus for a 2 hour session, or having a regular 40 minute session.

**In all instances, the faculty advisor remains with the students.**

Advisor	Mentor	# students	Plan (12:00 p.m. - 2:00p.m.)
Advisor 1	Mentor 1, Mentor 2	11	Hatchery - Need lunch
Advisor 2	Mentor 3	8	Norfolk Dam (Fish Hatchery)
<b>Totals</b>		<b>19</b>	

Advisor 3	Mentor 4	15	Computer Automation
Advisor 4	Mentor 5	15	Baxter Healthcare
Advisor 5	Mentor 6	16	Baxter Healthcare
Advisor 6	Mentor 7	8	Baxter Healthcare
<b>Totals</b>		<b>54</b>	

Advisor 7	Mentor 8, Mentor 9	13	NAEC (pole top rescue; view pole yard),
Advisor 8	Mentor 10, Mentor 11	18	NAEC (pole top rescue; view pole yard),
Advisor 9	Mentor 12, Mentor 13	9	NAEC (pole top rescue; view pole yard),
<b>Totals</b>		<b>40</b>	

Advisor 10	Mentor 14, Mentor 15	11	Steve Luelf's, American Stitchco
Advisor 11	Mentor 16	23	Big Creek
Advisor 12	Mentor 17	14	ASU
Advisor 13	Mentor 18, Mentor 19	11	ASU
<b>Totals</b>		<b>59</b>	

Advisor 14	Mentor 20, Mentor 21	11	Bass Cat
Advisor 15	Mentor 22, Mentor 23	13	Bull Shoal's Dam
Advisor 16	Mentor 24, Mentor 25	22	White River Park (need 3 hours)
Advisor 17	Mentor 26, Mentor 27	17	Basscat in Midway
<b>Totals</b>		<b>63</b>	

Advisor 18	Mentor 28, Mentor 29	11	Kent Chevrolet (Mechanic and Autobody Shop)
Advisor 19	Mentor 30, Mentor 31	18	Chen's Garden
Advisor 20	Mentor 32	12	Chilli's
Advisor 21	Mentor 33, Mentor 34	16	Shays Appl. To cook a meal
Advisor 22	Mentor 35	9	Show home on Bypass (serve Pizza)
<b>Totals</b>		<b>66</b>	

# APPENDIX E (CONT.)

Advisor 23	Mentor 36, Mentor 37	15	Spirit Industries, McDonalds	Bus Driver 7	Bomber
<b>Totals</b>		<b>15</b>			

Advisor 24	Mentor 38, Mentor 39	13	geo-caching; Sykes home to eat	Bus Driver 8	Band Lot
<b>Totals</b>		<b>13</b>			

Advisor 25	Mentor 40, Mentor 41	24	Cooper Park	Bus Driver 9	Bomber
Advisor 26	Mentor 42, Mentor 43	20	Field trip to the hospital	Bus Driver 9	Bomber
Advisor 27	Mentor 44, Mentor 45	15	1st National Bank	Bus Driver 9	Bomber
<b>Totals</b>		<b>35</b>			

Advisor 28	Mentor 46, Mentor 47	17	Bowling at Riverlake Lanes	Bus Driver 10	bus lane
Advisor 29	Mentor 48	12	Bowling (Riverlake Lanes)	Bus Driver 10	bus lane
Advisor 30	Mentor 49, Mentor 50	14	Bowling or Fire Department	Bus Driver 10	bus lane
<b>Totals</b>		<b>43</b>			

Advisor 31	Mentor 51		Hiking	Bus Driver 11	recycling bus
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Advisor 32	Mentor 52	15	CLC for Pizza and games	Bus Driver 12	Church bus/Bomber
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Advisor 33	Mentor 53, Mentor 54	12	Jail	Bus Driver 13	Bomber
Advisor 34	Mentor 55	22	Sheriff's Office	Bus Driver 13	Bomber
<b>Totals</b>		<b>34</b>			

Advisor 35	Mentor 56	15	Stay at school - extended time		
<b>Totals</b>		<b>15</b>			

Advisor 36	Mentor 57, Mentor 58	17	<b>Regular Time - On Campus: #63-84 below</b>		
Advisor 37	Mentor 59	14	"	"	
Advisor 38	Mentor 60	14	"	"	
Advisor 39	Mentor 61, Mentor 62	9	"	"	
Advisor 40	Mentor 63, Mentor 64	11			
Advisor 41	Mentor 65, Mentor 66	16			
Advisor 42	Mentor 67	14			
Advisor 43	Mentor 68	20			
Advisor 44	Mentor 69	13			
Advisor 45	Mentor 70	12			
Advisor 46	Mentor 71, Mentor 72	14			
Advisor 47	Mentor 73, Mentor 74	13			
Advisor 48	Mentor 75, Mentor 76	17			
Advisor 49	Mentor 77	18			
Advisor 50	Mentor 78	18			
Advisor 51	Mentor 79	14			
Advisor 52	Mentor 80, Mentor 81	17			
Advisor 53	Mentor 82, Mentor 83, Mentor 84	12			

# APPENDIX F: MENTORSHIP PROGRAM EVALUATIONS

The following evaluation instruments are a starting point and should be modified to fit the local program. What is essential is that the students, faculty, and mentors have input into improving the program.

## I. MENTORSHIP PROGRAM EVALUATION – TO BE COMPLETED BY MENTORS

NAME \_\_\_\_\_

HOMEROOM MENTORED \_\_\_\_\_

1. To assist in improving the Mentorship Program, please rate the following  
5 - 1: 5 indicates excellent; 1 indicates ineffective:

- a. Mentoring Orientation \_\_\_\_\_
- b. Mentoring Handout Information \_\_\_\_\_
- c. Communication processes \_\_\_\_\_
- d. Student Interest Survey \_\_\_\_\_
- e. Homeroom Attitude \_\_\_\_\_
- f. Mentoring time period \_\_\_\_\_

Comments:

- 2. List one positive experience connected to the Mentoring Program
- 3. What additional support can our Leadership Team provide?
- 4. Will you serve as a mentor next year?
- 5. Are there others in the community that you recommend as Mentors?

## II. MENTORSHIP PROGRAM EVALUATION FOR FACULTY AND STUDENTS

NAME \_\_\_\_\_

HOMEROOM \_\_\_\_\_

### MENTORSHIP PROGRAM EVALUATION

1. Rate the time period for the Mentorship Program:  
A. Excellent                      B. Acceptable                      C. Unworkable  
  
Comments:
  
  
  
  
  
  
  
  
  
  
2. Rate the material the mentors presented in the sessions:  
A. Informative and relevant      B. Acceptable                      C. Irrelevant  
  
Comments:
  
  
  
  
  
  
  
  
  
  
3. Describe one noteworthy experience that grew out of the mentoring program.
  
  
  
  
  
  
  
  
  
  
4. Add to the Fix-It List: Please offer suggestions for improvement:

# APPENDIX G:

## RESOURCES FOR MENTORING SESSION IDEAS

Ideas for mentoring sessions arise primarily from the Mentor career experience and guest speakers the mentor brings to the class. However, the following is a small sample of some topics and topic resources:

- A. [ROTARY YOUTH LEADERSHIP PROGRAM \(RYLA\)](#): Your Rotary Club provides leadership training and has a wealth of exercises that mentors can use in 30 minute sessions
- B. Sample list of Session Topics:
  - a. Financial Planning: Keeping a checkbook
  - b. How to budget while in college
  - c. Formal dinner etiquette
  - d. Career possibilities – Across a broad spectrum of the 16 Career Clusters.
- C. [THE CENTER FOR SECONDARY SCHOOL REDESIGN](#): CCSR has three sections of exercises: Personal, Academic, and Social. The following three exercises are taken from Section 5: Social Activities and Lesson in the Creating Advisories from The Center for Secondary School Redesign

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### TINY TEACH

**OBJECTIVE:** To ease the transition into high school by addressing students' social concerns.

**MATERIALS NEEDED:** None

**INSTRUCTIONS TO ADVISOR:**

During this activity each person will have an opportunity to learn something from and teach something to someone else.

Divide the group into pairs, or ask them to find someone they don't know yet to be their partner. The first person to go is the "teacher," while his partner is the "learner." the teacher thinks of something she knows well that she can teach her partner. It could be a poem, an unusual way to tie shoes, a hand game, a rhythm game, how to say a phrase in a foreign language. After three to five minutes, ask the partners to switch roles. The "learner" then thinks of something to teach his partner.

When both partners have had a chance to be both a learner and a teacher, gather the group into a circle. Ask if anyone would like to show what they've learned.

Then ask the group which role was easier for them. What did they like about the exercise? What would they want to do differently?

## CHOOSING SIDES

**OBJECTIVE:** To ease the transition into high school by addressing students' social concerns and helping them meet new people.

**MATERIALS NEEDED:** Use duct tape to draw two parallel lines, about ten to fifteen feet apart, on the floor.

### INSTRUCTIONS TO ADVISOR:

This activity is good for re-energizing the group after they have completed some serious work. It also provides a playful way to help students get to know each other, and themselves, better.

Ask the group to stand in the middle of the room in between the two parallel lines. Show them the two lines and tell them that you will be saying a pair of words. When you say each word in the pair you will point to one of the lines. For example, male (point to one line)/female (point to the other line). Each time a pair of words is called out, students should go stand behind the line they "relate to." Everyone must choose sides each time a new pair is called out.

After you call out a pair, wait a moment after everyone has chosen a side to let them look at where they are standing. Suggested pairs:

PLANNER/BUILDER

BOLD/TIMID

PARIS/HAWAII

FORMAL/INFORMAL

RED/BLUE

TALK/LISTEN

SPRING/FALL

TODAY/TOMORROW

BATH/SHOWER

INTROVERT/EXTROVERT

SPENDER/SAVER

FUTURE/PAST

OPTIMIST/PESSIMIST

MORNING/NIGHT

OCEAN/FOREST



## BIOGRAPHIES

**OBJECTIVE:** To ease the transition into high school by helping freshmen form supportive relationships among peers.

**MATERIALS NEEDED:** Paper and writing implements, white board or chalk board.

### INSTRUCTIONS TO ADVISOR:

Gather everyone together and explain the value of getting to know each other and respecting each other's differences. Start by asking the group to give examples of interesting aspects of people's lives (e.g., having lived in other countries, interesting hobbies, unusual skills). Ask students what unusual or interesting things they have done in their lives. gather a few examples to get them thinking about how people can have lots of different experiences.

Now, ask the students to create a list of questions that they could ask to get to know someone. Write their suggestions on the board. Examples: Where were you born? What are your favorite TV shows? Books? What music do you like to listen to? Where have you lived? Who are the most important people in your life? Is there something you're really good at? Have you ever done something you didn't think you could do, or survived something you didn't think you could survive? If you could be any famous person in history, who would you be and why?

Ask everyone to find a partner he doesn't know very well yet. Each person will interview the other. Give everyone pencil and paper so they can take notes if they want to. Tell them they need to pay close attention because they will be introducing their partner to the rest of the group.

Give each person ten to fifteen minutes, then switch. When both people have had a chance to interview each other, reconvene the group. Have each person introduce his partner, and give the group a chance to ask the interviewer questions about his partner.